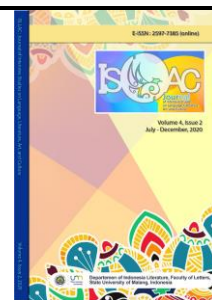


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PLANNING AND POLICY ON CHILDREN'S LITERATURE IN INDONESIA

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ABSTRACT

Studies on the planning and policy of children's literature are still rarely found in scientific papers. This is because the process of forming a literary policy is a process that is not easy. After all, it is associated with various matters and layers of needs. On the other hand, literary planning and policy are usually included in the language education policy, not having its land. Today, children's literature has become a means of education and communication to children throughout the world. Children's literature is also an essential part of the delivery of language (mother, national, and foreign) and ideology to children. The love of children's literature has only use as a business area for the book industry without a full review of content. Thus, the policy and planning on children's literature become vital, given the children of the next generation of language, culture, and nation.

INTRODUCTION

We know that in the last decade, children's reading in Indonesia seems to be growing. There are works of quality te t fire is no work that is far from the expected quality. Riris K. Sarumpaet said that children's reading has begun to salt even tends to ignore the elements of education (Sarumpaet, 2017). The presence of these children's literary works cannot separate from the role of the book-culture industry, which makes children commodities. Paradoxically, one side needs a lot of quality children's literature, but on the other hand, children become market land for the cultural industry.

The existence of children's literature as children's reading material is not directly proportional to the authors. Today, many psychological and social problems have arisen

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involving children in them, both as perpetrators and as victims. CNN Indonesia (April 2020) mentions that a teenager (15 years old) in Jakarta managed to plan an adult murder because he was inspired by the literary works he loved (Indonesia, 2020). The case shows the influence of literary works on the formation of children's cognition. The French philosopher Jean Jacques Rousseau (Rousseau, 1983) believes in the importance of children's moral development. He stated that a person's mental and intellectual development occurs at a more or less predictable stage. It confirms that if adults (read: parents) are not ignorant of children's reading content, then bad things can be minimized. Because adults (parents) who have power over children and child consumption (Langer, 2002)

Roberta Trites (Trites, 2014), in his study entitled *A Case Study, Cultural Narratives and The Pixar Maturity Formula*, shows the complex cognitive problems of children (adolescents) in adulthood affect the way children grow in America. For example, in Pixar films (Trites mentions that cinema is a new genre of children's literature), some films imply the main character with a character that "as I like." For example, Lightning McQueen in *Cars* did not want to change his tires when he needed them, because the process took (long), so he lost the first big race he followed. In *Toy Story* movie, Woody the Cowboy thinks that if he can get rid of a new toy, Buzz Lightyear, other toys will appreciate him again - without realizing that the community will turn on Woody because they think he has hurt Buzz. In the study, there are differences in the character of gender, creating a new culture in sixth-grade elementary school students in America, namely children who are more inclined to act without thinking about the consequences. They imitate his idol in the Pixar films.

The examples above show that there are immature literary contents in children's markets, or educational institutions have not found the right literary works for children's growth and development. In contrast, various studies have supported the use of children's literature as a teaching tool. Eldredge and Butterfield's research (Eldredge, JL, & Butterfield, D, 1986) suggested that when teachers use children's literature as reading text, students achieve higher reading benefits. Anderson, Hiebert, Scott, and Wilkinson in *Becoming a Nation of Readers* document the importance of reading children's literature as an essential component of all elementary school programs (Anderson, RC, Hiebert, EH, Scott, JA, & Wilkinson, IG, 1985). It should be underlined that the media of children's literary works are so diverse, not only in printed books, but also in cinema, comics, short cinema, and many others. If children's literature does not have proper planning, by those who have goodwill, then the child will grow based on the guidance of the media and cultural industries. For the child, the industry is the most promising and easy to reach market (Deutschmann, 2001)

The role of the culture industry (book-media industry) in capitalism is also why the importance of planning and policy on children's literature is needed. Zelizer (Viviana A. Zelizer, 1985) argues that the relationship between markets and non-economic values is not static or dynamic. Children are not presented as a target market, even children as commodities in the industry through their parents or institutions. For example, the industry sells literary works with hidden interests to its parents with the lure of pleasing animated images to the child through educational institutions. On the contrary, in educational institutions, children as students are treated to literary works that are not of interest to them, because they consider ancient even though the literary works have been taken into account by policymakers.

The literature review above is increasingly opening eyes to the importance of children's literature. Thus if we believe in the axiom that children are the next

generation of language, culture, and nation, it can also be said that by reading literary works, children are also reading the future of the Indonesian nation. This article aims to explain the policy dilemma and planning of children's literature in Indonesia, especially in dealing with the industrial world.

DISCUSSION

Children's Literature for Learning Literacy (Children's Books For Literacy Instruction)

Using children's literature for teaching literacy in class has historical variations. Traditionally, literacy teaching has been primarily limited to a controlled vocabulary, basal type readers (Pearson, 2002), while the use of children's literature in the classroom is mostly provided for other purposes such as teachers reading aloud. Then in the early 1970s, educational researchers began to incorporate more psycholinguistic theories into their discussions about reading instruction. This theory places value on students' experiences in making meaning out of the texts they read and opens the door for children's literature to be included, or replace, much of the essential program readings (Pearson, 2002). In the late 1980s, children's literature became an essential component of what became known as a language-based approach to literacy.

Currently, a language-based approach to reading combining teaching skills with the use of children's literature is using by many educators. This method supports many children's literature for teaching literacy (Pearson, 2002). As a result, the trend of the use of children's literature to teach reading continues, with more than two-thirds of teachers surveyed in the year 1998 showed enthusiasm significantly to the use of children's literature in their literacy

Various studies have supported the use of children's literature as a teaching tool. Bergroth Research (M. Bergroth, A Palviainen, 2017) suggests that when teachers use children's literature as reading text, they achieve more significant reading benefits. According to Erikson's psychosocial development theory, besides developing cognitively, (like Piaget), children also develop socially (Erikson, 1950). This theory classifies the process of child maturation through a series of psychosocial conflicts. Each conflict must pass or 'won' by a child to move to the ladder of further development. It must be mastered and considered by adults with an interest in the world of children, let alone planning children's literature.

The theory of the development of moral judgment from Lawrence refers to moral judgment and *moral reasoning*. This theory questions if and how one can determine what is right and what is wrong (Kohlberg, 1981), just like the stages in the theory of Piaget and Erikson. This theory also believes in the stages that must pass for someone to arrive at moral maturity

Children in the Cultural Industry

Children provide a profitable 'domain' for market expansion, both as a 'consumption site' and as an independent consumer. Both are closely related to spending on children, either done on their own or funded by parents. Nevertheless, it is the construction of 'children' as cultural consumers, age-specific, which is the primary concern. Like the 1950s and 60s, 'teenagers' produced as consumers of music and clothing constantly changing styles (fashion). Periodically, creating a relationship between the two as identity and consumption. Children in the 1980s and 90s formed as culturally different markets and segmented age for toys, games, and clothing are also subject to cycles of style (mode). The attraction of the product universe, children are

drawn, and the magnitude of corporate attacks in which 'childhood' reconstructs as something to consume.

Children's Literature Policy: Quality or Commodity

POLICY children's literature is a consideration of the concept that politically can provide planning, directing, and conditions can use principally to solve the problems related to children's literature faced by a nation nationally. One example of a policy on children's literature in Indonesia is the decision of policyholders to establish literature as a compulsory subject to start low-level schools.

Policy in educational institutions can see from the teaching of literature that does not stand alone as an independent subject, but only a part of Indonesian subjects. Literature in the 2013 curriculum is emphasized as the appreciation of the Indonesian language and literature is only one of the subjects of several other subjects contained in the Indonesian language and literature subjects in the 2013 curriculum. Literature lessons (Indonesian) are memorized only. A. Chaedar Alwasilah's research proves that in schools, literature is only taught as much as 23.6%. Furthermore, in learning, which is only 23.6%, learning is emphasized more on the aspect of knowledge (cognitive), not affection. (A. Chaedar Alwasilah & Itje Chididjah, 2012).

The emphasis of literary learning on the aspect of knowledge (memorization) has been complained of by many parties since the 1950s. From HB Jassin and Wildan Orphans (Prisma, 1979), Ajip Rosidi (1970), observers and literary experts, as well as literary instructors today. Moreover, conditions have not changed much even though the curriculum has repeatedly been replaced by the formulation of more ideal literary learning goals. Learning hopes that students can be more humanistic (Ministry of Education and Culture, 2013). In reality, students can only know about the type of prose, the type of poetry. History proves that individuals who have been familiar with the literature since childhood have a greater sense of humanism in his adult life. Che Guevara, the figure of the Cuban social revolution, has become the greatest legendary hero of the twentieth century. Moreover, it is essential to note that fan poet Pablo Neruda has been used to 'read' poetry since childhood.

Several assumptions say that the teaching of literature in secondary schools is hampered apart because government policies are always changing through the turn of the curriculum, also due to the unavailability of books of literature in the school library, the vast majority of books lesson packages from the Department of Education and literary legacy. The reality shows that the direction of Indonesian children's literature has not been arranged; indeed, there are many quality children's literary works circulating in the market (bookstores), but they are not necessarily in demand by children or even unreachable by the world of education and parents.

Children's literary policy in the book industry is evident in the Children's Reading Writers Forum (FPBA). Advisers of the Children's Reading Writers Forum (FPBA) Bambang Trimansyah said the reading trend of books was generally influenced by children's interest in things they considered new (Trimansyah, 2015). Like the appearance of a character or a character who has previously been popular in the world of film and children's games. For example, a book called Deputy Mater. The main character in this book, Mater, is already known to children through the popular animated film Cars (Pixar Animation). Literature learning books will also contain language; therefore quality literary works are essential for children's language development (Ricento, 2009)

Children's reading books are still excellent for the world of publishing. The Indonesian Publisher Association (IKAPI) said, until now, even only children's reading books are consistent in the world map of books. In Indonesia too, the sales force of children's books reaching tens of thousands makes the genre's trends even stronger. As a result, Indonesia was invited for the first time as a participant in BCBF in March 2015 to bring 231 titles for children's reading books (Republika, 2015).

The interest of young parents in children's books is indeed high. Not only royal to spend money on children's primary needs, but young parents are also not afraid to spend millions of rupiah to buy books for their children. The desire to continue to stimulate children's growth and development is supported by financial strength, into a slick combination that makes the children's book market lucrative as a business field (Republika, 2015).

Paradoxically, the books are an industrial effort to change the flow of culture through the way children think. Capitalism provides the materials that the market wants, so children and their parents will be easily attracted to buy. It means that the market will shape the culture of thought in children.

Children's Literature Planning Strategies

In teaching literature, teachers are not easy to choose literary subjects for their students (Bowden, 2011). The ability to be able to choose literary teaching materials is determined by a variety of factors including the variety of literary works available in the school library, the curriculum that must be followed, the material requirements that must be provided to be able to take the final year learning achievement test, and many other factors that must be thought of by teachers at school. Government policy in making curriculum changes should be based on the essence that changes are needed, not just a policy to replace the minister to replace the curriculum. Types of national exam questions did not consider the characteristics of subjects in Indonesian Language and Literature. The way language skills and literary appreciation can grow if the exam finally returns to rote learning.

At the level of production of literary works, the institution (IKAPI-FPBA) selects the work of children (Indonesian literary works, both children and adults) that is suitable for Indonesian literacy children, following the ideals of the nation's literacy. Not only works in the form of books but also ebooks, cinema (online cartoons), comics, television cinema, and children's magazines. All publishers of children's literary works are required to submit works published at the selection agency first. Besides quality, the content of work must also be adjusted to the needs of children to follow their times (Eastman, 1983). For example, children are no longer interested in flat characters such as deer and crocodiles, with the challenges of the globalization era, they are attracted by the complex Naruto character. This institution contains child caste experts, developmental psychologists, and cultural industry experts. So that the published works meet the needs of well-motivated children, and have a vision of Revolution 4.0, to be able to face the future with resilience

At the distribution level, filters are needed, wise filtering works for children's consumption. FPBA and IKAPI at least have child caste experts, developmental psychologists, and cultural industry experts. Experts' role is vital for children's discussion and literature policy in the industrial world (Ricento, 2009). This section will sort out children's literature from foreign (outside Indonesia), national children's or regional children's literary works that are ready to be marketed, both to institutions, bookstores, print and electronic media, and online media. Distribution is strived for

evenly; for this, the funding allocation must be held, especially for the 3T region (frontier, outermost, lagging). Such as bookstores, educational institutions, media publications, both printed electronics as well as from ng, must accept what has been planned by the agency. The related institution will give every violation of strict sanctions. At this level, the power to dominate the market not to be swept away by the flow of modern capitalist culture must be compelling for the future of the nation.

There is a level of consumption o with parents should be informed, in writing; for example, social media accounts specific to children's literature or through the educational institution. Seminars shall be followed to know what are the works of a viable and have already planned for the development of the child. For adults and institutions, planning manages who has the power of children (Kaplan, 1994). We cannot choose and buy the work we want to read. At this level, there should be an annual conference to discuss, observe, appreciate or criticize the work - children's literature that has been published and consumed by children through educational institutions or individuals through books or devices owned by each child. Institutions also need to give an annual appreciation of the best literary works (a kind of *award-award*) so that there is motivation to give birth to better quality every time. Like the Asian Festival of Children's Content, Indonesia was in the spotlight in 2017 when it was held in Singapore.

CONCLUSION

Problems and challenges of children's literature in Indonesia must be dealt with through planning and policy on children's literature to establish the child's ability to deal with the current globalization. Government policies in educational institutions must be improved not only from the curriculum but also the existence of quality of children's literary works. The market industry becomes a challenge for parents, so parents must thoroughly understand the literary works that children consume. Thus, policies and planning that are directed, measurable, and comprehensive towards Indonesian children's literature are needed.

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